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ABSTRACT

This curriculum packet was written for the Career Alternatives Model Project of the Highline Public Schools in Seattle. However, the model can be adapted for use by language teachers who want to present an up-to-date picture of the career-related uses of foreign languages to their students. The packet contains the following: (1) a chart showing career opportunities with foreign languages as they relate to some major job categories; (2) a descriptive list of slides coded to reference information; (3) career briefs arranged in outline form by job categories and based on personal interviews with local people wherever possible; (4) career envelopes coded to correspond to the career brief outline and containing one or more brochures, or other printed material, from the industry in question; (5) suggestions for in-class use, and (6) a working bibliography. (Author/PMP)

ED104142

A CURRICULUM PACKET

on

CAREERS AND FOREIGN LANGUAGES

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Prepared by Joanne Lonay
of Tyee High School
June 1974

For the Career Alternatives
Model Project of the
Highline Public Schools

FL006786

GOALS:

1. Provide insights into the world of work as it relates to foreign language study.

2. Provide decision-making and planning information for acquaintance with local job market and future training, as they relate to language learning.

The purpose of this project has been to start assembling a core of reference and classroom materials which will aid the teacher of foreign language in presenting his classes with a realistic and more up-to-date picture of the career-related uses of foreign languages.

In the short span allotted, the attempt has been to collect as much on-hand information as possible of the general uses of foreign languages throughout the national job market; then, in particular, to provide specific information through actual interviews as to on-the-job and job-related uses in the immediate Northwest area. Obviously, with such a vast spectrum of possibilities much research by personal interview and letter still needs to be done, especially when we consider the need to constantly update and improve the data.

What is hoped is that this packet will at least help you to get started with your classes, or to continue in more depth projects already begun. It is vital that we all make an attempt to do this. Merely insisting that "you can always find a use for your French, German or Spanish" is not enough. The emphasis in career education today must be to provide enough specific information so that the students' insights into the complex and ever-changing job market will be as substantial as possible. Most importantly, we cannot assume that the end goal of language learning is the perfection of language learning itself. Not only nationally, but especially locally, this fact has been borne out time and time again after interviews with people in business and industry. In most instances foreign languages are at best a desirable secondary skill, and then only after the employee has proven expertise with the firm, or in another more marketable skill.

Some particularly cogent remarks were recently made along this line by Florence Steiner in an article entitled "Career Education and Its Implications" (The Modern Language Journal Vol. LVIII, April 1974, No. 4).

> Across the country many foreign language groups have organized programs on career education and have invited speakers from the business world -- bankers, journalists, airline executives, hospital administrators, engineers -- to speak on career possibilities in foreign languages. Almost all have echoed the same themes: foreign language skills and a knowledge of the culture are the most important products of foreign language study for career purposes. They have also added sadly that these two areas were often lacking in students - even in foreign language majors. They made another point of paramount interest: foreign language skills alone will not be the major factor in the hiring of people in these areas. (They) ..... do not need polyglots, but the journalist, the doctor, the agronomist, the businessman, the preacher, the mechanic, the waiter, the banker who speaks another language. In short, foreign language skills will be ancillary skills.

It has been the premise in compiling this packet that more specific lessons in our target languages were really useless until we as teachers, as well as students, had assembled at least a few facts about some of the industries which can use the talents we teach. Thus, there are no lesson plans here, rather suggstions for how to use what has been assembled in your classroom. It is also hoped that the outline format

will enable others to add to and improve the reference information in this packet.

The packet contains the following:

1. Chart showing CAREER OPPORTUNITIES with FOREIGN LANGUAGES as they relate to some major job categories.

2. SLIDES coded to reference information.

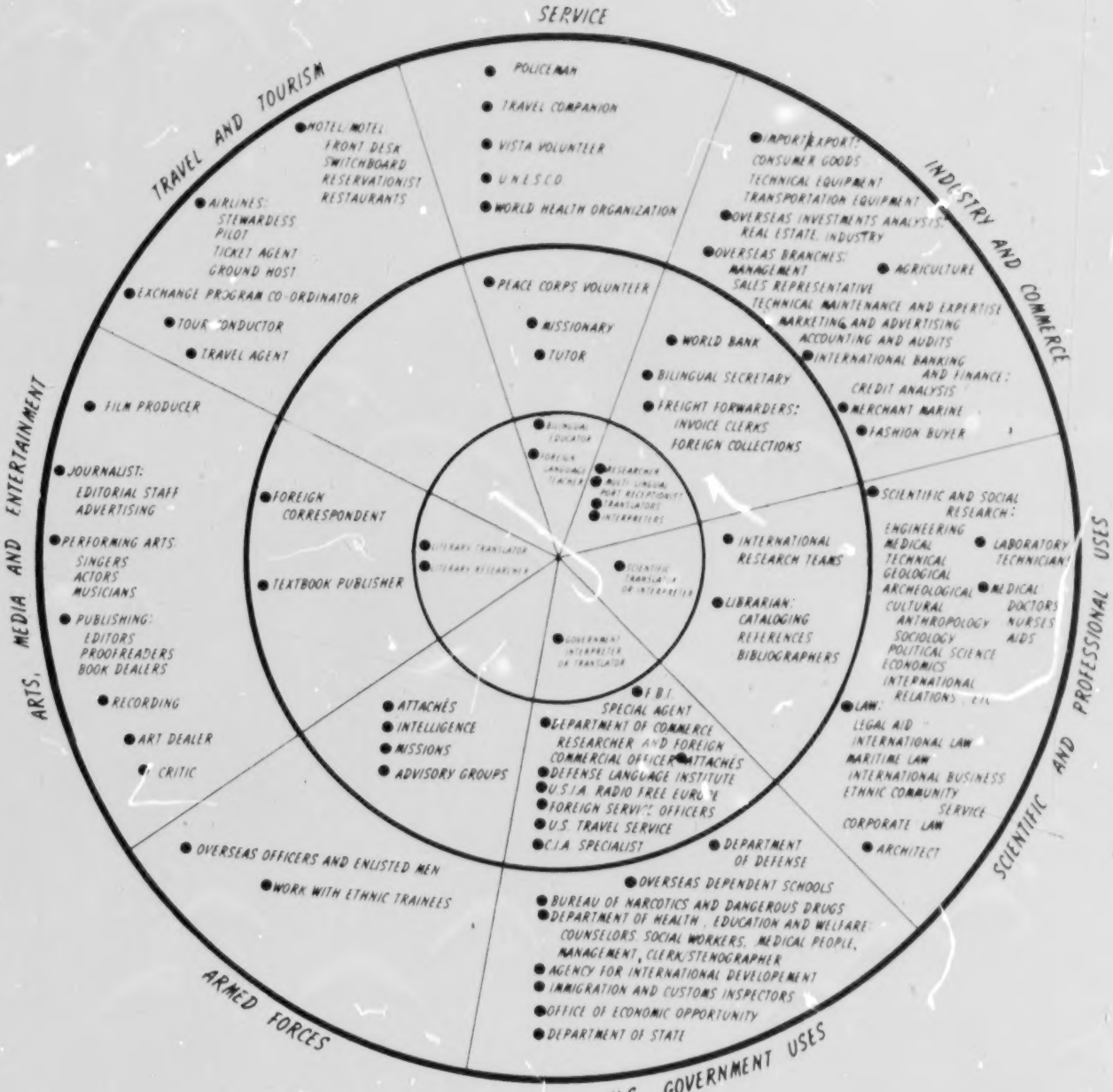
3. CAREER BRIEFS arranged in outline form by job categories. These were based on personal interviews with local people whenever possible and include: name, position and phone number of person interviewed, entry-level jobs, training needed and starting salary when available; description and comment on activities related to language learning.

4. CAREER ENVELOPES coded to correspond to Career Brief outline. These contain one or more brochures, or other printed material, from the industry interviewed. These either supplement information in the Brief, or provide that information, depending on the availability of a person to interview. Not all of the Briefs have a corresponding envelope. It is hoped that the collection of such information will be added to, and that students or teachers will write or ask the appropriate agency for their own copies of material that interests them.

5. SUGGESTIONS FOR IN-CLASS USE of these materials, with discussion questions geared to goals and objectives set forth by the Career Alternatives Model project of the Highline Public Schools.

6. WORKING BIBLIOGRAPHY of largely on-hand, district materials, which provide information, in greater depth, of the career and leisure uses of foreign languages on a more general or nation-wide level.

CAREERS and FOREIGN LANGUAGE



LANGUAGE AS PRIMARY SKILL
MUST HAVE TO GET JOB

LANGUAGE AS AUXILIARY SKILL
HIGHLY USEFUL OR REQUIRED

LANGUAGE AS AUXILIARY SKILL
USEFUL WITH OTHER SKILLS

Descriptive list of coded SLIDES in order of showing:

Language as Auxiliary Skill:

I.A. Business, Industry and Commerce

1. Bi-lingual secretary:
   - Must have strong, basic secretarial skills plus good to excellent language proficiency, e.g. can type from foreign language copy. Openings occur from time to time in business, industry and government.

I.B.1. International banking executive and analyst:
   - A banker must be able to reason logically, be adept at problem solving, and be highly accurate in all calculations. No single kind of training is required, but persons in this department often have degrees in economics, international banking and finance, the physical sciences, and even the liberal arts. Foreign travel is an asset here, as people are needed who have an understanding of foreign attitudes and cultures.
   - This bank's international department uses Japanese, French, German and Spanish regularly; more Russian and Chinese will also be used in the future.
   - Languages are used in translating letters of credit and interpreting foreign economic data.

2. Bank Teller handles travelers checks:
   - This is a good entry-level job for high school graduates, one where you meet all kinds of people and help them with their banking needs.

I.C. Import-Export-International Trade.

1. Loading-unloading facilities at Port of Seattle:
   - Many types of jobs exist at the Port, but few, if any, require language skills. The last time the Port needed language people was during the Washington International Trade Fair in 1972. This work, however, was for a short time and such events only occur every few years.

2. Freighter at dock:
   - "Freight forwarders" though, must use languages constantly. They are the intermediary between the local importer or exporter and the transporter to the foreign firm. They enter and clear items through customs and provide all the necessary documentation for their clients.
   - Shipments to Latin American countries require translation of foreign letters and invoices into Spanish or Portuguese in order to clear customs. The need for French, German, Dutch and Scandinavian languages is also there, but less frequent.

3. The fork day harbor-technical and transportation equipment, consumer goods and food stuffs:
   - Items for export from the Northwest are many and varied. The majority relates to technical and transportation work of some sort, next consumer goods, and lastly, curio items. A few exporters out of the

Seattle area include companies like Boeing, Simpson Timber, Heath-Tecna, Pacific Car and Foundary, the Seattle Grain Exchange and Lindal Cedar Homes.

- As a rule the most frequently used trading languages here are German, Spanish, French and Japanese.

4. A typical Seattle import store:
   - Down along the waterfront are many shops which deal in imported consumer goods and curios. We are most familiar with this type of imported goods, but actually, they are the smaller percentage of the business.

5. Interior of an import shop:
   - Here can be found interesting foreign labels, some translated, others not, which point out that marketing and advertising techniques must be adapted in order to sell products in foreign countries.

6. Our northwest forests:
   - Timber is one of our most valuable export products.

7. Weyerhaeuser Company:
   - This is an example of a northwest company which is expanding its markets overseas. They have purchased smaller timber companies in Europe and conduct logging operations in Southeast Asia.
   - Weyerhaeuser is typical of many U. S. companies who need their American employees to relocate overseas. This can often pose problems for the employee and his family if they have had no transcultural experience or training prior to moving. Moving to Bangkok is a bit more complicated than moving to Memphis.

8. Some typical Northwest export products:
   - Airplanes, timber, grain, food. As a general rule, before an employee would be sent overseas on behalf of a company dealing in these products, he must first be a competent and experienced employee of that firm: like an engineer, salesman, accountant, manager, buyer, or customer representative. If he knew, or was able to be trained a foreign language at this advanced point in his career, he would then be more effective in dealing with foreign customers or workers, as well as coping with daily life in the new society.

II.D. Civil Service

1. Chicano Center counselling office:
   - Civil Service work on the national, state, city or county level offers many opportunities for employment. Using your language skills in the Civil Service would depend on which languages, other than English, were spoken in your area; otherwise, check the pamphlet, "Federal Jobs Overseas," and the FBI, CIA, Foreign Service, or ACTION programs.

- In Washington State peoples of Spanish-American and Oriental descent comprise the largest non-English speaking ethnic minorities. Thus, if you were to work in a social security, welfare, unemployment, clinic or employment office in or near an ethnic community you could use your language.

2. Seattle's Chicano Center - a place to talk and plan:
   - The Center is not officially connected to any civil service program, but is a good example of a community program offering craft and English as a Second Language classes, plus facilities for numerous other activities.

3. A conference on Chicano's and employment.

4. A library of English and Spanish literature.

III.A.1. Military uses of languages:
   - Language skills qualify military people for many special assignments. Enrollees showing language aptitude are sent to the Defense Language Institute. A good 50% of all service people use a language at sometime during their career; and the wives of service men are also trained for some assignments.
   - A service man would use language skills in military intelligence, as an attache', in advisory groups, or special overseas missions anywhere in the world.

V. Library Science

1. A librarian at work:
   - At least an elementary reading knowledge of some foreign language is required for professional library work. At this Fisheries-Oceanography library, for example, helping people look for foreign titles is a daily occurance, since much valuable research is done in this areea worldwide.

2. Behind the desk:
   - Here the sorting, cataloging and ordering of foreign journals alone makes up a good third to half of a clerk's work.

3. Reference help for patrons:
   - Libraries do not normally provide translation services, but this is done informally by people who make themselves available. The biggest demand for translations in this particular library is in Russian and Japanese.
   - It is generally recommended that someone going into scientific or technical fields should know at least one language, especially if they plan to make a career out of scientific work. German is ually considered especially helpful in these fields.

4. The "stacks" include many foreign journals:
   - A large library system will hire library specialists who are most often linguists, as they must correspond with foreign institutions and governments regarding foreign publications for possible acquisition. The University, for example, regularly needs people with Slavic, Oriental, German, Russian, French, and other romance language backgrounds (like Roumanian, Spanish, Portuguese and Italian).

5. A sample of foreign titles:
   - Japanese, German, French, Russian and Spanish are the main languages used, with other journals in Norwegian, Danish, Italian, Korean, Roumanian, and Yiddish. Others are in bi-lingual editions like Japanese and French, or English and French.

VI. Science

1. Battelle Research Center, Seattle:
   - In these beautiful surroundings many important conferences are held involving people from all around the world. The purpose of these meetings is to pull together international research teams in the physical and social sciences in order to solve a problem in economics, population, law and justice, etc.
   - Most of their foreign clients come from Germany, France, Britain, Japan, Italy and Spain; plus 20-30 from smaller African, Asian, Far and Near East countries, including Korea and India.

2. Conference facilities:
   - It makes a lot of difference to the general atmosphere of a conference if a person can at least attempt to address the foreign visitor in his own language. The overall insensitivity of the American culture to others, on the personal level, has often created feelings of misunderstanding where they were otherwise unnecessary.
   - Any language skill is a definite plus for an employee, as the company keeps a staff group on call who have varied language skills and can help welcome visitors.

3. A pleasant place to work and study:
   - The main laboratories for the firm are located in Richland, Washington, Geneva, Switzerland, and Frankfurt, Germany. Since the Seattle Center is not a laboratory but a social science study and conference center, they employ a secretarial staff of 100 persons.
   - There is a need here for secretarial people who can type from and handle papers in French and German.

VIII. Travel and Tourism

A.1. Sandstone Motel near Sea-Tac:
   - A typical motel near the airport which receives a constant flow of foreign visitors - here, mostly Chinese and Japanese.

2. Front desk of a larger motel:
   - One should be prepared to help foreign visitors when they register in person, call in on the switchboard, or eat in the restaurant.

3. Restaurant work also related to travelers:
   - It is hoped that by the time of the U.S. Bi-Centennial in 1976, a large number of American hotels and motels will be staffed with at least some people who speak Spanish, French, German or Japanese, in addition to English. This would be in compliance with a new language certification program sponsored by the U. S. Travel Service and the American Hotel and Motel Association. Their purpose is to make foreign visitors feel at home, a situation that has not always been true in the past.

B.1. Kawaguchi Travel Service:
   - On the West Coast the main foreign languages in the travel business are Japanese, Chinese, Spanish, some French as it pertains to Canadian travelers, and a bit of Russian and German.

2. Travel counsellors at work:
   - The basic tasks of a travel office are writing tickets, making deliveries to commercial accounts, making reservations by phone or letter..

3. A busy office:
   - ... keeping brochures updated, planning itineraries, and related typing.
   - In this routine employees are most likely to use language skills when talking to customers in person, or over the phone.

4. Behind the desk:
   - In the Northwest a knowledge of languages is not absolutely necessary to work in the travel business, although it can come in very handy as your experience broadens.

5. Airline offices downtown near Olympic Hotel:
   - Working for an airline would give even more exposure to other languages.

6. Braniff International:
   - The language skills needed by a given airline depend upon its flight routes. So a person's language background could be a definite hiring plus.

7. At the airport - Pan Am:
   - Air West and Western, for example, fly to Mexico and Canada so Spanish and French would be useful to those companies. Pan Am goes to Tahiti, which would use French. Braniff goes to South America and and would need Spanish. Northwest Orient uses Japanese and SAS the Scandinavian languages, etc.

8. Airline ticket agents:
   - The airline jobs which would use language skills most would be the stewardess, pilot, reservations and ticket counter clerks. In Seattle little use is made of outside languages in general, whereas out of Los Angeles there is much use of Spanish.

9. International arrivals and departures:
   - However, most international carriers which don't fly out of Seattle, nonetheless do maintain sales offices in the city, like Air France, KLM, Lufthansa, Mexicana and Al Italia.

10. "All aboard."

11. Immigration and customs:
   - Huge numbers of non-U.S. citizens pass through Sea-Tac airport each month - 18,500 - 28,000 a month from September to December in 1973 alone.
   - To help the non-English speaking visitors the U. S. Travel Service has started the "Operation Welcome" program in six airports around the country (see Career Brief for U. S. Dept. of Commerce).

12. An "Operation Welcome" person helps a German-speaking visitor:
   - These welcome people are called "multi-lingual port receptionists." They work in the Immigration area at the airport during peak travel times in the summer, helping visitors get through customs and headed for their next destination.
   - They must speak their chosen foreign language fluently in order to work here.

IX. Media

1. Broadcasters and announcers:
   - In the electronic media a knowledge of languages helps announcers to pronounce foreign names and words correctly when reporting all kinds of international events.
   - In many areas of the country regular programming is also done in French or Spanish.

2. Singing, entertainment recording industry:
   - Singers, actors and entertainers often find material which they'd like to use that is either in a foreign language or has foreign phrases. Many of our popular songs are in a foreign language.
   - Being able to at least pronounce other languages correctly is then very helpful, and permits even more people than would normally to hear the beauty of another tongue.

3. Language magazines and journalism:
   - Language magazines are a popular way for students, as well as native speakers, to keep up with their language skills.
   - In the broad field of journalism a knowledge of languages can be an important asset to a career in advertising, circulation, reporting international and local events and foreign correspondence.

Language as Primary Skill

I.A.1. Foreign language teaching - look familiar?
   - Although there are fewer openings in teaching now, the fun and frustration of working in a classroom still attracts many people.
   - As a foreign language teacher a person has the unique opportunity to combine classroom work with the rewards of international travel and friendship.

B.1. Bi-lingual Education:
   - In a bi-lingual education program a child's schooling is begun in his native language and English is introduced as a second language. At present there are 40 different language groups within the Seattle Public Schools, the largest ones being: Cantonese (the language of Hong Kong), Filipino (with four main dialects), Korean, Samoan, Japanese, Spanish and German.
   - The best teacher in such situations is the person with a minority/ethnic background who is also a good English-speaking model. The teacher must be able to act as a bridge, helping the student's transition into American culture from his native orientation.
   - The Seattle Schools have recently received a Federal grant to expand their bi-lingual education program and more monies were just appropriated by a recent act of Congress.

LANGUAGE AS AN AUXILIARY SKILL

I. Business, Industry and Commerce

A. Managerial, Executive, Sales, Library and Secretarial Uses

1. The Boeing Company

B. Banking and Finance

1. The Bank of California

C. Import-Export and International Trade

1. The Port of Seattle

2. Seaport Shipping Company

3. World Trade Club of Seattle

4. U. S. Department of Commerce

5. The Weyerhaeuser Company

II. Civil Service

A. Federal Government

B. ACTION: Peace Corps and VISTA

C. Federal Bureau of Investigation

D. U. S. Department of Health, Education and Welfare

E. Central Intelligence Agency

III. Military

A. The U. S. Army

IV. Education

A. Federal Government

V. Library Science

A. Industrial-Technical Libraries

1. The Boeing Company

B. Academic Libraries

1. University of Washington, Fisheries-Oceanography Library

VI. Science

A. Scientific Research - International Cooperation

1. Battelle Memorial Institute

VII. Service

A. Religious and Missionary

1. Campus Life

VIII. Travel and Tourism

A. Hotels and Motels

1. Sandstone Motel

B. Transportation

1. Kawaguchi Travel Service

LANGUAGE AS A PRIMARY SKILL

I. Teaching

A. Foreign Language Teaching

B. Bi-lingual education

1. Seattle Public Schools

II. Translating

A. Trans-Tech Translations

I. Business, Industry and Commerce

A. Managerial, Executive, Sales, Library and Secretarial Uses

The Boeing Company

Mr. Ernie Thomas, Personnel Department, Special Development
Boeing, Plant 2, 7755 East Marginal Way So.
Telephone: 655-1464

Ms. Louise Montel, Supervisor, Boeing Technical Library, Renton
Telephone: 237-2445

Mr. Pat Duffy, Manager of Industrial and Labor Relations for
Field Operations and Support Division, Kent
Telephone: 773-2901

Mr. Rusty Roetman, Director, International Sales
Telephone: 237-8601

Topic: Uses of Bilingual Talents in Industry

Description of Industry: Boeing Aircraft Company

The Boeing Company is an engineering and manufacturing firm with a business and sales division rapidly expanding beyond domestic markets to include customers in over 41 countries around the world.

In addition, the Boeing Corporation is a new conglomerate of various businesses, other than aerospace, which is attempting to diversify the profit base of the company. Where before aircraft sales accounted for well over 90% of the profit, this is now reduced to 80% with only 3% of that due to military contracts. Such businesses and research projects as the hydrofoil, water desalination, rapid transit, helicopters, improved farming techniques, electronics and computer services are all part of this new effort.

Entry-level Jobs:

Job Title	Amount or Type of Training Needed	Starting Salary
Bilingual Secretary	Strong, basic secretarial skills plus good to excellent language proficiency	$7500-8500
Translator	Native speaker or Masters Degree in language	approx. $9000

Job Title	Amount or Type of Training Needed	Starting Salary
Librarian	Library training, B.A; or M.A. in Librarianship for Research	$8000-9000
Engineer	B.S. Degree	$11,000-12,000
Instructor	Depends on qualifications or Ph.D.	Depends on degree of specialization and need.

Job Advancement Possibilities:

A. The Engineer

Depending on his sales or managerial talents, the chance for promotion of an engineer is quite good. Top engineers often comprise sales teams as the good salesman must know the technical side of the industry well. Top level management people also often come from an engineering background and from within the company. The engineer, salesman or manager can also be given the opportunity of working in or heading offices overseas if he knows the desired foreign language, or is willing and able to be taught it. It is worthy to note that an overseas Field Operations Officer, for example, can earn in the neighborhood of $25,000 to start, a salary which depends on his qualifications and the need.

B. The Salesman

Because the large majority of Boeing workers is in manufacturing and engineering research, the actual number of business and sales people involved in international trade is relatively small in terms of the total number employed; and the number employed for their language talents alone is even smaller. Last year, for example, the Field Operations and Support Division took over an enterprise of about 2500 people, but only 12 of these were hired for their language skills exclusively.

"Trainable" people are, however, vitally important to the company. Salesmen with accounts in various areas of the world must have a moderate to excellent command of the language used in their locatlity. Obviously, the airline people in these other countries are those who already possess a sophisticated command of English. Thus, it is not always during the sale itself that the salesman uses the foreign language, but while living in that society. The company thinks this skill of such importance that it pays for all prospective overseas employees to learn the foreign language before leaving, and then for a year following to ensure adequate follow-through. The top salesman for the entire company, for example, lives in Lebanon and speaks fluent Arabic.

In some countries however, it has been found that all, or nearly all, business must be conducted in the native tongue: in particular Japan, Italy and more recently, China. To aid in sales under these circumstances it then becomes necessary to use referral sources from the local community to find bilingual people. Europe and the Mid East are currently the best business areas for the company, and French the best single language, other than English, for versatility of usage.

At the top of the sales picture are the people involved in direct sales for the company. They comprise a highly select group, and often possess a degree in Engineering and/or an MBA in International Marketing. Above all, they must have proven expertise in sales. Actual language ability is secondary in hiring at this level, but it is assumed that a certain knowledge of it will be acquired in order to be more effective.

C. The Secretary

The support people for these salesmen often come in more direct day-to-day contact on the routine business level with the foreign customer than does the salesman himself. Thus, the receptionist or secretary who can converse and conduct correspondence in the native tongue can be in high demand, even though such jobs have a very small turnover. For example, only two bilingual secretaries were hired last year. General secretarial advancement occurs within the "grade" of the work category; base salary depends on the level of supervisor being worked for; and $15,800 is the maximum salary for a top Executive Secretary. Again it must be noted that strength in specific secretarial skills is of primary importance, even for the bilingual secretary, in order to keep the job.

D. The Customer Representative

Customer representatives are still another relatively small group of people who have advanced most likely from within the company and maintain small customer service offices overseas. They too would have, or acquire, some knowledge of the language used where they work.

E. The Librarian

At the Boeing Technical Library the actual amount of technical translations done is minimal. However, the library does supply extensive amounts of support information to salesmen of a non-technical, international, political or economic nature. Much of this, especially statistical data, is in languages other than English and thus it is helpful for librarians to be able to at least paraphrase in another language. The staff there now already possesses good translation capabilities in French as a native speaker is part of the staff. The staff can also do a considerable amount of work in Japanese, Korean, Italian and Spanish. Some foreign language background is always helpful in normal library activities like cataloging, reference work and clerical duties.

Summary

The company would definitely endorse language studies for those students with an interest or aptitude in foreign affairs, but the student must of course, develop other skills to be of maximum use to a firm of this type.

Activities Related to Foreign Langauge Teaching:

The most general conclusion to be drawn regarding the use of bilingualism in this industry is that while it is not required for entry jobs, or even job maintenance, a knowledge of or facility for learning a foreign language can enhance one's career. It is considered a definite "plus" in a personnel folder. It must also be remembered that since Boeing's foreign markets are constantly expanding and changing, the particular language(s) whose skills are needed also changes depending on where the company's clients are. For example, the Field Operations Division currently runs Cape Kennedy, U.S. Air Force bases in Spain and Turkey, a development company for a resort area in Senegal, as well as offices in Munich and Taipei.

In running such diverse operations Boeing uses as much "local hires" as possible to fill the ranks, but must rely on its own people for fundamental accounting, engineering and managerial skills, etc. These company people must then know or be trained in the local native language; they must also have an excellent knowledge of the politics and internal workings of the country where they are being sent. Cases in point: the finance man for the base in Spain was hired precisely because he spoke fluent Spanish, although it was not necessary for the actual project manager to know the language; but in Dakar, everyone sent from the the regional manager on down had to know French in order to get along at any level in that society; and in Turkey the company requires all its local hires for the position of fire chief to be bilingual.

At this point is where people can be hired whose prime skill is translation. These translators can, in addition to regular translating work, be called on to help instructors, another group often hired by the company to explain technical information to non-English speaking customers and/or their technicians.

Finally, in terms of general management in overseas areas, it is still felt that some knowledge of the language is always best so that the company can deal more directly and effectively with its own employees, regardless of their national origin.

Also, refer to Career Envelope.

I.B. Banking and Finance

The Bank of California

Mr. Bill Donovan, Vice-President and Manager of International Division
Telephone: 587-4730

Entry-level Jobs:

Job Title	Amount or Type of Training Needed	Starting Salary
Teller	Basic English and Math skills; a teller-training course either before applying, or on-job	$400-430/month
Clerk/steno	Typing; working skills	$440/mo.
Bank Operations trainee	None	$400/mo.
Management trainee	Degree in Bus. Admin. Accounting or finance, etc; 9 mos. on-job training	Depends on background, approx. $725/mo.
Assistant foreign exchange trader	Extensive banking experience, or work in import/export firm; knowledge of international money market	$700-900/mo.

Advancement and activities related to language learning:

There is no single academic or vocational course which will automatically prepare the student to succeed in banking. Banking requires people who can reason logically, are adept at problem solving, and be meticulously accurate in all calculations.

In the international department these skills are of primary importance, and depending on a given bank's method of operation, a wide variety of language backgrounds can be of immense help to the staff. English is the international language of banking. The Bank of California uses Japanese, French, German and Spanish regularly, and predicts more use of Russian and Chinese in the future. Languages are of great help in translating letters of credit and interpreting economic data relevant to tranactions with a foreign country.

Positions on this department's staff are limited because of its small size in relation to other bank services. Openings can be filled from top applicants from within the bank or outside. Masters degrees or experience in areas like economics, international banking and finance, or physics are prevalent on this staff. Depending on the preferences of the personnel officer, persons with either a scientific or a broad liberal arts background are preferred. A few clerical and receptionist jobs also occur here. Foreign travel is an asset, as is especially, an understanding of how foreign cultures operate and how their attitudes and opinions differ from ours. Former foreign language teachers who qualify can do well in this type of department.

Because of the Banking Act of 1933 out-of-state banks are forbidden to open branch offices in other states. However, foreign and out-of-state banks are permitted to start international departments. At present in Seattle several new banks are opening under the terms of this Act. They include: the banks of Tokyo, Sumitoma, Hong Kong and Shanghai, and Continental of Illinois.

They will hire locally and a knowledge of foreign languages, along with banking ability, will certainly be an asset to those applying. Existing banks in the area with international departments include: Seattle First National, National Bank of Commerce, Peoples National Bank, Pacific National, Seattle Trust and Savings, and Tayakoki (which wants Japanese speaking people).

I.C. Import-Export and International Trade

1. The Port of Seattle

Ms. Pat Baillargeon, Seattle World Trade Center, telephone: 587-4920
Ms. Gradedel, Assistant Personnel Officer, telephone: 587-5323

Sample Entry-level jobs (over 200 classifications total):

Job Title	Training	Salary
Clerk/Secretary	Basic clerical and secretarial skills	$460-524/mo.
General labor	None	
Mail Clerk		$413/mo.
Messenger		460/mo.
Janitor & watchman		560/mo.
Marine Attendant		601/mo.
Data processing		
Programmer-trainee	4-year degree	$684/mo.
Systems Analyst trainee	4-year degree	682/mo.
Urban planners and researchers	Degrees in geography math, economics, urban planning	No figure available at present
Draftsman	H.S. courses in math and drafting	$601/mo.
Engineer	4-year degree	$943/mo.
Policeman	None	$852/mo.
Firefighter	None	$958/mo.

Activities related to language learning:

The last activity of the Port of Seattle which used people with a foreign language background to any extent at all was the Washington International Trade Fair in 1972. On invitation, countries from all over the world were represented and there was a large Russian exposition. The goal of the show was to expose Washington products to foreign buyers and thus, to hopefully expand our markets overseas. Several language people were specifically hired to help with the Russian exposition with about eleven other languages also used by the staff.

Unfortunately, such occasions last for only four weeks and happen only every few years. The Port constantly receives calls from people trained in foreign languages, but the warning definitely is "There are no jobs for the purist." Languages are used rarely in the day-to-day affairs of the Port because the majority of jobs are of an administrative nature, i.e., the monitoring, organizing and counting of shipping movement. So far, the Port has been able to use English extensively in its dealings with the various shipping lines and ship captains. Those not speaking English bring their own interpreters.

The best general education and/or experience for Port administrative work is a background in shipping and transportation, or business, especially international business. If one language could be singled out as currently the most important for Northwest trade interests, it would be Japanese, and then only if the employee spoke fluent Japanese. French and German are also used on occasion through the Port.

2. Seaport Shipping Company

Mr. Dick Buckingham, Secretary-Treasurer
Telephone: 447-2555

Job Title	Training	Salary
Clerk	Can use business machines, e.g. electronic calculator. Knows business English, typing	$450/mo.

Uses of language skills in the freight-forwarding business:

In distinct contrast to the activities of the Port of Seattle, which have only sporadic need for languages, the group of businesses known as "freight forwarders" must use them constantly. Their function is to act as intermediary between the domestic importer or exporter and the transporter to the foreign firm. They also must enter and clear all items through customs. Hence it is the specific task of such firms to provide all the documentation necessary to expedite shipments for their clients. This involves primarily the translation of foreign letters and invoices on inbound shipments, and the translation into Spanish or Portuguese of those outbound invoices, which must be in the native tongue before they can be cleared through customs in those countries.

Thus, people with proficiency in Spanish and Portuguese, are used and needed on the staff. Other languages are also in demand, although less frequently, so those translations are usually hired out, e.g., French, German, Dutch, Scandinavian languages, etc. Most Japanese papers are already in English upon arrival.

A beginning clerk would handle general traffic work, talk with customers, and work with documents like bills of lading, etc. during the first year. More advanced responsibilities include booking with carriers, setting cargo delivery times and supervising documents. Any language skills an employee had upon entering the firm could come in handy at any time during this process.

A complete list of firms in the area doing this type of work would be available through the local field office of the Department of Commerce (see section on U.S. Dept. of Commerce). Other shipping forwarders include the George Bush and Company and the Norman Jensen Company. Names of airfreight forwarders and customs house bookers could also be found there.

3. World Trade Club of Seattle

Martha Pierce, Secretary; telephone: 682-6985
Alex Woetz, Past President; telephone: 725-0900 at Lindal Cedar Homes

Description of Club:

The World Trade Club of Seattle is an association of over 250 large and small import/export firms in the area. Members share a common interest in the various aspects of international trade. This includes methods of investments, transportation, international banking, tourism, and developments in internal politics both foreign and domestic which would effect trade relations.

Their membership list is a good source of firms and individuals in the area which have foreign interests, and consequently, a possible need for foreign language skills. It includes large manufacturers like Boeing, Weyerhaeuser, Simpson Timber, Heath-Tecna, Pacific Car & Foundry; professional groups like law firms, brokers and bankers; transportation companies like Pan Am, Northwest Orient Airlines, the American Mail Line, Japan Airlines; exporters like the Nissho-Iwai American Corp., Warren Exports, the Seattle Grain Exchange, Lindal Cedar Homes, and real estate interests like Coldwell Banker.

Note that most small import shops of the kind found in shopping centers around the city are not members of this group. The majority of goods imported or exported relate to technical work of some sort. Next in line would be consumer products and finally, items of the curio type. Language skills, however, can be useful in any of these areas. Companies desiring to export must set up often entirely new marketing and advertising programs geared to the customer in the foreign country; and information and instructions attached to products sent here must be converted, likewise, into English. As a rule, the most frequently used trading languages in the Seattle area are German, Spanish, French and Japanese.

For more statistics as to the actual flow of international trade in and out of this state, contact either Mr. Harter at the State Department of Commerce or Mr. Wayne Gentry at the State Department of Economic Development, both in Olympia. The Customs Office or the Annual Report of the Seattle First National Bank might also be good sources.

4. United States Department of Commerce

Mr. B. J. McLaughlin, Market Development Office, International Commerce Bureau; telephone: 442-5615

Entry-level jobs:

All hiring would take place through the U. S. Civil Service Department. See brochures in Career Envelope for details.

Advancement possibilities and basic uses of language skills:

The U. S. Dept. of Commerce is divided into two main departments, the Domestic and the Bureau of International Trade. About 3/4ths of the total personnel are in the latter department. The main activities of the local field offices, such as the one in Seattle, are also in the international field. Japanese is useful around the office here for speaking with visitors. This office often refers businessmen in need of other translating services to the language bank (a volunteer organization) at the University of Washington. Otherwise, the bulk of the working data comes out of Washington D.C. There exists the largest market for persons with foreign language capability as nearly 3,000 people are employed in that location. So, a Seattle person with language skills would have to be willing to relocate. Yet 50% of the department's professional employees go abroad at sometime during their career, on either a temporary or permanent basis - as when Mr. McLaughlin went to Japan in 1969 to set up and supervise a show on food processing for the World's Fair in Osaka.

In Washington D.C. many people with clerical skills are hired and a language background is extremely useful as an aid to research. Studies are conducted by regions throughout the world and much of the economic and political data must be read in the language of the foreign country. Thus, the researchers themselves must also have an especially good reading knowledge of the language or languages with which they will need to work.

When a researcher has become quite familiar with his particular region he has the possibility of transfer abroad as a Commercial Officer, which is actually a post in the Foreign Service. The department also has its own permanent trade centers overseas which work closely with the State Department. Positions here include commercial attaches, and overseas officers or counsellors. The best preparation for such jobs is either business experience or a degree in business, a background in economics, or a background in international affairs or business, plus a knowledge of languages.

The Department of Commerce also operates the U. S. Travel Service (see Career Envelope) and the San Francisco Field Office employs people for meeting and talking with foreign business visitors. The U. S. Travel Service has a comparable group here at Sea-Tac Airport called "Operation Welcome." They work in the immigration area and are technically called "multi-lingual port receptionists." To be employed here you must be a U. S. citizen, or have a permanent resident card, and be enrolled in a college or university with a Work-Study program. Approximately 20 such people ages 18-50, were hired in 1973, and worked a 40-hour week during peak travel times in the summer. The Sea-Tac program was begun in 1972 and was the second in the nation; there are now six more. Of statistical interest is the fact that between 18,500 and 28,000 aliens a month passed through Sea-Tac alone during the period of September-December 1973.

In looking toward the future it has been, and will no doubt continue to be, the policy of the national government to encourage international trade on all levels, especially by trying to interest more domestic companies in the export trade. So far this policy has led to a substantial increase in the volume of the U. S. exports. 4% of the gross national product came from international trade alone in 1973. This is a low percentage in comparison to other countries, but nevertheless important in offsetting our balance of payments deficit. The largest groups for export are highly technical or electronic items, transportation equipment and food stuffs. Thus, we might generalize that local interests in these areas could do well in investigating export possibilities through the Department of Commerce.

5. The Weyerhaeuser Company

Mr. Bill West, Northern Washington Region Personnel Manger
Telephone: 455-3970

Mr. Jim Blanchard, handles international compensation
Telephone: 924-3305

Entry-level jobs:

Job Title	Training	Salary
Forester	4-year degree or M.A.; supervisory talent and woods experience.	$800-900/mo.
Clerk/Typist	General clerical skills typing	$500/mo.
Mill and Forest	Be capable of learning; be in good physical shape	$5.00/hr.

Activities related to language learning:

The Weyerhaeuser Company is a good example of a locally based firm which has only recently begun to expand its markets into the overseas arena. In Europe they have acquired a limited network of existing companies in various countries which are still run by their original, local staffs; and the company itself maintains a coordinating office in Brussels. The most active region currently involving persons from this area is in Southeast Asia, with administrative offices in Hong Kong, Singapore and Indonesia.

Here the company is doing actual logging and a limited amount of milling in the back woods areas. Under such conditions all nationals are hired for the basic harvesting skills, and the company must then rely on nationals who know some English, and are trustworthy, to direct the crews. In these remote areas few, if any natives, speak other than the local dialect.

So far the company has been able to conduct its foreign business using the so-called international business language of "pidgin English." Most contacts involve the negotiating of contracts and simple communications at high administrative levels of basic data. Much of the latter is done orally or by cable and reports.

Where the company has run into difficulty is in finding American employees who are willing to relocate themselves and their families for a period of time overseas. Those employees sent must have extensive forestry and Weyerhaeuser experience, especially in management. But again in sales, the company must rely on nationals because of their language ability. For the Weyerhaeuser employee some language background is definitely a plus in learning to adapt to such situations, but not a necessity.

For further discussion of the problems of transcultural training for American employees overseas, see the article in the Working Bibliography envelope entitled "Transcultural Training" by Jean Marie Ackerman.

II. Civil Service

A. Federal Government

Arlene McDonough, room 5105; telephone: 442-4639

Entry:

See information on how to apply for a Civil Service job which is in the envelope. A list of major federal agencies in Western Washington and their addresses is enclosed, along with a list of starting salaries and one of current job openings (May-June 1974) in the Northwest Region. Pamphlets on mid-level positions are included. Note also the Qualifications Brief inside the pamphlet on the Federal Service exam itself, and the current examination brochure on Foreign Service opportunities.

Uses of languages with the U. S. Government:

The general importance of language background to the federal government is evidenced on the basic Qualifications Brief because an applicant is asked to describe his level of proficiency in languages other than English. The best single listing of Federal jobs apt to use languages is in the enclosed pamphlet, "Federal Jobs Overseas."

As can be readily noted, most U. S. Civil Service jobs that would use languages, while quite varied in number, would require an applicant to move from the Northwest. When applying to take the exam, the applicant can at that time indicate whether or not he would like to be considered for openings in other regions. By not limiting this choice too much, he stands a much better chance of being placed.

B. ACTION: The Peace Corps and VISTA

Mike Hammig, telephone: 442-5490

Entry:

See Career Envelope for entry qualifications and a more detailed description of activities.

Activities locally:

In the State of Washington ACTION activities are concentrated through VISTA. Volunteers work with migrant organizations by supplying people to help existing local groups. Many of these volunteers are involved in bi-lingual education, which in this state implies a good knowledge of Spanish and an understanding of the Chicano community. There are also volunteers in the Mount Vernon area who are working with the local Indian community.

Peace Corps volunteers require training in the language of the country to which they are assigned, and must be willing and able to relocate out of the country for a period of time.

C. Federal Bureau of Investigation

Entry:

See enclosed brochure entitled "FBI Career Opportunities" in Career Envelope.

Uses of language skills:

The FBI has a definite need for people trained in languages. The "hottest" language at a given moment depends on the situation in world politics. Currently, this need is for Arabic. The two main categories of employees which must have language training are the translators and the special agents. Candidates for special agent jobs are picked from among the most promising FBI applicants and sent to a special training school in California. If they don't have the exact language skill needed, they are trained there, provided they show an aptitude for language learning. Special agents must be available for assignment anywhere in the U.S. or its territories. Agents also maintain contacts with foreign police forces to share information.

D. U. S. Department of Health, Education and Welfare

Merriam Griego, Career Counselor; telephone: 442-1208
Dennis Helpie, Regional Training Office, U. S. Civil Service
Telephone: 442-1208

Entry-level jobs:

Social Worker/Correctional Treatment Specialist
Nursing Aid/Assistant; Typist/Stenographer

See enclosed Civil Service Announcements in Career Envelope. Also, as a matter of general cultural and social service interest, a brochure is enclosed from the Chicano Center on Beacon Hill, El Centro de la Raza, even though this center was no official connection with D.H.E.W.

Uses of language skills:

The D.H.E.W. handles the majority of those government functions which deal directly with the lives of citizens. Social security, welfare, unemployment, government schools and employment agencies are all part of its vast network. As such, many of its employees come in daily contact with people of differing cultural or ethnic backgrounds.

Unfortunately there has been no real effort on behalf of the entire department to provide information or help in a bi-lingual form, when this would be useful. A few states have adopted a second official language, either Spanish or French, and thus supply at least translated materials. But the translations that do exist on the federal level in Spanish, for instance, are not even helpful because they are not in the venaculur, or Chicano Spanish.

However, the department does hire locally with the bi-lingual capabilities of the applicant in mind. There is currently a very high need for ethnic people who are good English-speaking models, but who can, nevertheless, relate on a more personal level with a client, and in his own language if necessary. The local DHEW area in Region X comprises the states of Washington, Oregon, Idaho and Alaska. In looking at the statistics for the ethnic populations of Washington State and the Seattle-Everett areas alone, we find that statewide the Filipino and Spanish speaking people are easily one of the largest minority groups.

Seattle-Everett		Washington State	
Total population King & Snohomish counties:	1,421,869	Total population 1970 census:	3,409,169
White	94%	White	95.4%
Black	2.9%	Black	2.1%
Oriental	2.1%	Spanish-Amer.	2.1%
Spanish-Amer.	1.7%	Oriental	1.3%
Amer-Indian	.7%	Amer-Indian	1.0%
Other	.3%	Other	.3%

Seattle-Everett	Washington State
Total minority population: 7.7% (figures from Seattle Chamber of Commerce, phone: 447-7200)	Total minority population: 6.7% (figures from Employment Security, phone: 464-7900)

The highest concentration of Spanish-speaking, Chicano families is in the Yakima Valley. Here they are experiencing quite a problem in the schools, as most of these families are from Texas where they have been taught little to zero English. The main goal locally, then, has been to help the migrant stream. Under DHEW the Public Health Service has funded actual clinics in Oregon, for example. Counselling centers will also need to be set up. To man these counselling centers a variety of counsellors with various language skills will be hired. One already exists in Spanish and another is being planned for the Asian community. The Indian community currently runs the former Veteran's Hospital in Seattle with DHEW funds.

Although federal law prohibits a civil service job announcement from asking for a person with a specific ethnic background, jobs connected with current HEW-funded projects that will benefit minority groups go to the ethnic person with bi-lingual and other skills. These other skills include counselling, management, secretarial, medical, social and welfare workers. Where an ethnic person is not qualified to hold a technical job, then it would be a definite asset for the hiree to have some language background in order to be more effective in a given situation.

The problem is that few, if any, people with a Spanish surname will be able to enter the Civil Service at "mid-level", which requires a B.A. plus administrative experience or a B.A. plus an M.A. As it is, few even pass the regular Civil Service exam for jobs lower on the government scale, i.e. 50% of all persons taking this test fail - hence the need of career counselling provided by a liason person to the Puerto-Rican, Filipino or Mexican U.S. citizen. A description has been created for a person (Program Assistant - GS5-11, see packet) who will be a coordinator of prospective Spanish surname employees for the government. This will be a position for the bi-lingual person in managerial work to keep track of grants and to set up offices in the local community.

Once employed by the DHEW, the department then has an on-the-job training program (see envelope for "Upward Mobility" Announcement) open to all employees who wish to further their education in order to move either up, or laterally, on the government job scale. They will be able to attend in-service courses, community colleges or universities, and private institutions. The purpose of this program is to encourage especially those employees who entered the department in a low-scale position (receptionists and clerks, GS 1-2; secretaries GS3-7) to become more productive for the organization.

E. Central Intelligence Agency

Mr. T. L. Culhane, Special Representative

See Career Envelope for description, employment requirements and language uses.

III. The Military

A. The U. S. Army

Major Jewel, Main Recruiting Station; telephone: 442-4300

Entry:

See Career Envelope.

Uses of language skills:

The uses of language skills in the line of military duty are many and varied, however, there is no specific language requirement upon entry. Language skills do qualify people for particular assignments though, e.g. military intelligence, line crossers, preparation of propaganda material, interrogator, or military attache'. Both enlisted men and officers can be sent overseas as attache's.

Most entry-level people do not possess all the needed language skills to meet Army or military needs. Thus, those enrollees showing an aptitude for language learning are sent to the Defense Language Institute, which serves all branches of the armed forces. (See brochure in career envelope.) Married men are often sent with their wives in order to best prepare both of them to meet the work and living challenge of a new situation. The people so trained often end up in military advisory groups or overseas missions of either an overt or covert nature anywhere in the world.

Men and women are selected for such special service by screening after basic training. On their initial application forms there is also a specific book (similar to the Civil Service questionnaire), in which to indicate language skills. Here the applicant indicates whether or not he is "fluent," "passable," or "conversant" in reading, writing or conversing in the foreign language(s). This information is then coded into a computer and used to help compile an "ALAT" score. This score is actually based on the results of a test taken by everyone in basic training called the Army Language Aptitude Test. All officers are required to have this score in their file. Should a need for a special language arise, the computer then can readily locate the person for the assignment.

Thus, even though the Army never enlists on the basis of language training per se, it definitely comes in later in the career, and is very useful when needed. All attache's to Moscow and their families must know Russian, for example. A good 50% of all service people use a language at some-time in their career, even though all of this may not be necessarily job-related. A lot of Spanish is used locally in dealing with Spanish-American recruits; and the most commonly used languages overseas are French and German.

IV. Education

A. Federal Government

Pamphlet in Career Envelope gives descriptions and job application information of U. S. Government Agencies involved with education. Of particular interest to language people would be the briefs on the Agency for International Development, the Defense Language Institute, and the Department of Defense Overseas Dependent Schools. For all of these jobs a local person would have to be willing to relocate.

V. Library Science

A. Industrial-Technical Libraries

The Boeing Company

For description and salary information see Brief I.A. on The Boeing Company.

B. Academic Libraries

University of Washington, Fisheries - Oceanography Library

Mrs. Fukano, Librarian; telephone: 543-4279
Carol Fielding, Technical Services; telephone: 543-4279

Entry-level jobs:

Job Title	Training	Salary
Library Technician I	Typing, H.S. grad; 2 yrs. college; 1 yr. clerical work	Approx $450/mo
Library Technician II	Typing, H.S. grad; 2 yrs college or equiv. work experience.	$533/mo.
Librarian	M.A. in librarianship	Approx $680/mo.

Uses of language skills:

Helping the public look for specific foreign titles occurs daily in these libraries. Knowing something of even one language helps the staff person to figure out what the client is looking for and thus, makes it easier to find the material. Also, the sorting and cataloging of foreign journals alone makes up a good third to half of a clerk's work in that area. Japanese, German, French, Russian and Spanish are the main languages used, with other journals in Norwegian, Danish, Italian, Korean, Romanian and Yiddish. Several others come in bi-lingual editions like Japanese and French, or English and French.

The library gets many requests for translations, but translation is not handled by the library system for its patrons. Rather, it is done informally by people who make themselves available, as a good part-time market for translations exist around campuses. The biggest demand is for translations of Russian and Japanese. Thus, it is generally recommended that someone going into scientific or technical fields should know at least one language,

especially if they plan to make a career out of scientific work. German is usually considered especially helpful if one were to pick a specific language for these fields. Two years of language study is still required for entry into a graduate school in sciences; or, the student must take a language proficiency exam before receiving his degree.

The general job market in libraries is rather tight at present, and many "over-qualified" people readily take the library technical jobs. However, the uses of language skills by the overall library system are many. Bibliographers, for example, are the people who check references in books and papers, etc. for accuracy. They regularly need Slavic, Oriental, German, Russian, French and other romance language backgrounds; and a multi-lingual person is very valuable to that staff, as are native speakers. Currently there is a market for people with a good knowledge of Russian. Catalogers are the people who decide where a book will go in the library by studying subject headings and titles, etc. A language background is, again, quite helpful here. Library Specialists and Associates are subject area specialists who are most often linguists, as they must correspond with foreign institutions and governments regarding foreign publications. Such material would then be considered for acquisition by the library system.

VI. Science

A. Scientific Research - International Cooperation

Battelle Memorial Institute

Dr. Tommy Ambrose, Director, Battelle Seattle Research Center
Telephone: 525-3130

Entry-level jobs:

Battelle employs over 5,000 people. Half of these have professional degrees with 60-65% either B.A.'s or B.S.'s in the "hard" sciences or research, and the "soft" or social sciences. Many M.A.'s are also on the staff, and the other 20% are doctorates. Doctorate degrees are needed more in the "soft" sciences, as someone in the physical or "hard" sciences can be judged on the actual work that he has done.

The other half of the employees need to have basic secretarial skills (high school training, typing, shorthand) and to be trainable. Many laboratory technicians are employed at the main labs in the U.S. and Europe.

Uses of language skills:

Battelle is an international research organization with its main laboratories in Richland, Wa., Columbus, Ohio, Geneva, Switzerland and Frankfurt, Germany. Even though it is possible to get by with English in most of the world a management, research lab, or clerical employee's efficiency is enormously enhanced by a knowledge of languages. In order to work or trade in the European system one must be skillful in foreign language in order to be effective. Here on the West Coast many deals are struck with the Japanese and even though they bring their own interpreters, the subtleties of negotiations need to be understood and talked about. It makes a lot of difference to the general atmosphere of a conference, for instance, if a person can at least attempt to address the foreign visitor in his own language. The overall insensitivity of the American culture to others, on the personal level, has often created feelings of misunderstanding where they were otherwise unnecessary. Only speaking in the needed language can remedy such situations.

In research English or translations are widely used, with some exceptions: the current Japanese research in solid wastes; Russian math journals, Israeli work in energy and uranium separation; some Arabic technical work as it relates to trade and business. The Arabs, in particular, now have large money resources with which to buy expertise and things. Currently there is a need for secretarial people who can type from and handle papers in French and German. Since the Seattle Center is not a laboratory, but a social science study and conference center, they have a rather large

secretarial staff of 100 persons. Any language skill is a definite plus for the employee; and the company keeps a staff group on call who have varied language skills and can help out with visitors.

The company works on a contract basis with the U. S. Government, cities, states, private companies both foreign and domestic, as well as foreign governments and cities. Their main business sources are from the U. S., Germany, France, Britain, Japan, Italy and Spain; plus 20-30 smaller African, Asian, Far and Near East countries, including Korea and India. Meetings with clients and researchers are held in Seattle all the time, the most recent including people from 15 Near East countries. Such conferences are generally fatiguing for the foreign visitor as we speak too fast in English and thus discussion bogs down. Employees can also be on rotational assignments to Europe, for example. The purpose of these meetings is to pull together international teams in order to solve a particular problem, e.g., in economics, population, or law and justice. At such times it is very helpful to know another language, and usually French or Japanese are most versatile. A person can then contribute and absorb more, thus avoiding the hassle of translation.

The key to the success of the company is this international approach to problem solving and the recognition it brings. Therefore, while the value of languages per se is hard to measure it is still a very real asset to a firm of this type.

Refer to Career Envelope for the firms annual reports.

VII. Service

A. Religious and Missionary

Campus Life

See Career Envelope for introductory details and uses of language skills.

VIII. Travel and Tourism

A. Hotels and Motels

Sandstone Motel

Mark McKay, Manager; telephone: 824-1350

Typical of the hotel-motel businesses in the Sea-Tac area, this motel receives a constant flow of foreign visitors. Their greatest problem is in understanding people who speak little or no English when they call in for reservations. Phone conversations are especially difficult in that instance. Their largest groups of customers are the Chinese and Japanese. They also get sizeable numbers of East Indians and Europeans. There is one Spanish-speaking employee who is most helpful in welcoming the Spanish-speaking guests, but other than that, they must rely on English. The motel does feel a need for language skills on the staff, but cannot afford to consider hiring extra people to serve that purpose alone. However, if a person did possess some language skill, it would be a definite plus when openings arose.

Of significance to the entire travel industry is the fact that there is now a language certification program which has over 180 U.S. hotels and motels as members. This was developed by the U.S. Travel Service and the American Hotel and Motel Association. The purpose of this group is to meet the express need of making foreign visitors feel at home and welcome when visiting the U. S. This has not always been the case in the past, a situation which, it is hoped, will be improved before the U. S. Bi-Centennial in 1976. In order to become a member, a hotel or motel must agree to staff their front desks, switchboards and restaurants with personnel who speak Spanish, French, German or Japanese, in addition to English. A list of these establishments is then made available to foreign travel groups.

Another new travel aid is Travel Phone U.S.A., a nationwide multilingual toll free telephone interpreter service sponsored by the U.S. Travel Service and Travel Lodge International. It provides service in Spanish, French, German and Japanese; and helps airlines, hotels, and police who have encountered language problems with foreign guests.

These programs indicate that tourism will be big business for language students. By 1976, 326,000 jobs * are predicted in the travel industry--an increase of 182,000 jobs, all with direct implications for language involvement.

* Statistics from U. S. Department of Education.

B. Transportation

Kawaguchi Travel Service

Teryl Gardiner, Travel Consultant; telephone: 455-0255

Description of general travel-related language uses:

On the West Coast the main foreign languages in the travel business are Japanese, Chinese, Spanish, some French as it pertains to Canadian travelers, and a bit of Russian and German. There is more use of the European languages on the East Coast because that is where the gateway cities to Europe are located. The basic tasks of a travel office are: writing tickets, making deliveries to commercial accounts, making reservations by phone or letter, keeping brochures updated, planning itineraries for people and typing correspondence, itineraries and bills to regular accounts. In this routine employees are most likely to use other language skills when talking with customers in person, or over the phone. Occasionally travel brochures are printed in a foreign language.

Since the agencies deal largely with the airlines, mention here of those companies flying out of Seattle is useful as their language contacts are often broader than those of individual agencies. The language skills needed by a given airline depend upon its flight routes. So a person's language background would be a definite hiring plus, depending upon the company's needs. The airline jobs which would use language most would be the stewardess, pilot, reservations and ticket counter clerks.

The following is a list of the major carriers which hire locally, their foreign flight routes out of Seattle, and thus, the foreign languages, if any, they would be most likely to use:

Air West - to Mexico and Canada - Spanish and French
Braniff - to South America - Spanish
Continental - occasionally to Micronesia
Pan American - to Tahiti - French
Eastern - to the Bahamas via Florida and Atlanta - English
Pacific Western - to Victoria and charters out of Canada - French
SAS - to Scandinavia - Scandinavian languages
Northwest Orient - to the Orient - Japanese
United Airlines - domestic flights only
Western - to Mexico and Canada - Spanish and French
Alaska - to Alaska only

In Seattle little use is made of outside languages in general, whereas out of Los Angeles there is a much greater use of Spanish.

Most major international carriers, which don't fly out of Seattle, nonetheless do maintain small sales offices in the city; Air France, KLM, Lufthansa, Mexicana and Al Italia are a few. To work for one of these lines a person would have to be willing to relocate, as jobs would be unlikely here.

I. Teaching

A. Foreign language teaching

See Career Envelope for general introduction to the field.

B. Bi-Lingual Education

Seattle Public Schools

Betty Mace Matluck; telephone: 587-5162

Entry-level jobs:

Qualifications and salary would be the same as indicated on the current school district teachers' salary schedule. See Career Envelope.

Description of program:

In the Seattle bi-lingual education program a child's schooling is begun in his native language and English is introduced as a second language.

The resulting program is called ESL, or English as a Second Language. At present there are 40 different language groups represented within the Seattle school system, the largest groups being: Cantonese (the language of Hong Kong), Filipine (which has four major dialects), Korean, Samoan, Japanese, Sp nish and German.

The district has recently received a U.S. Title Seven grant for the fall of 1974 which will include five schools. It will provide for a native English-speaking teacher and a native speaker to work as a team. At present careers in ESL are an open field for native speakers of English who are also prepared to live for a while in a foreign country. Japan, for example, needs such people badly. Locally the greatest demand is for the minority/ethnic person who is a good English model and can thus interpret American culture accurately to the student. The ethnic background is a plus only if the teacher is also able to act as a bridge, or help the student's transition from his native cultural orientation.

Presently the Seattle program employs 13 full-time teachers and 4 on the district staff. By fall of 1974 these figures will more than double. The problem is that there are no teacher education institutions in the area which train people to work in these types of programs; only periodic courses are offered. For those people who are interested in pursuing this line of work, it is recommended that they take a degree in education, then specialize in bi-lingual education. Opportunities for employment stateside will no doubt remain limited, and thus a person should be willing to relocate.

II. Translating

A. Trans-Tech Translations

Francesca Neffgen; telephone: 323-2053

This business provides multi-lingual scientific, technical, medical and legal translations. Seattle is a rather small area for a business of this type, the better markets being in San Francisco, New York or Chicago. This office does not hire translators, but instead, keeps a list of people who can be called. In this case, individuals often prefer to work on a free-lance basis. The basic requirements for a translator are to have an excellent English background and at least an M.A. proficiency in the foreign language. In order to be a fulltime scientific translator, one must know at least three or four languages. In the Seattle area the greatest translating needs are in German, French, Russian and Japanese.

CAREER ENVELOPES INDEX

LANGUAGE AS AN AUXILIARY SKILL

I. Business, Industry and Commerce

A. The Boeing Company

"Careers in Aerospace"
"Customer Airlines"...foreign

B. Banking and Commerce

"Why Banks Deal in Foreign Exchange"

C. U. S. Department of Commerce

"The U. S. Travel Service"
"Washington State International Trade"
"The U. S. Department of Commerce"

II. Civil Service

A. Federal Government

"Federal Jobs Overseas"
"Working for the USA"
"Federal Service Entrance Exam"
"Major Federal Agencies in Western Washington"
"Mid-Level Positions"
"1974 Exam for Foreign Service Office Careers"

B. ACTION: Peace Corps and VISTA

"Information for applicants"
"Peace Corps"
"VISTA"
"Changes"

C. FBI

"FBI Career Opportunities"
"...The position of Special Agent..."
"99 facts about the FBI"

D. U. S. Department of Health, Education and Welfare

"Social Worker and Correctional Treatment Specialist"
"Nursing Aid, Nursing Assistant"
"Typist, Stenographer"
"Program Assistant"
"Upward, Mobility, College"
"Chicano Mobile Institute" at El Centro de La Raza

E. CIA

"Intelligence Professions"
"What's 'CIA'?"
"Central Intelligence Agency"

III. Military

A. The U. S. Army

"Today's Army. A meaningful alternative..."
"Today's Army Wants to Join You"
"DLIWC Information Brochure" - The Defense Language Institute

IV. Education

A. Federal Government

"Careers in Education with Your Federal Government"

V. Science

A. Battelle Memorial Institute

"The President's Report and Annual Review: 1972 and 1973"

VI. Service-Religious and Missionary

A. Campus Life

"Futures"

LANGUAGE AS A PRIMARY SKILL

I. Teaching

A. Foreign Language Teaching

"A Career in Foreign Language Teaching"

B. Bi-Lingual Education

"Staff Report" Dec. 1973
"Report to Parents" May 1974

SUGGESTIONS FOR IN-CLASS USE OF MATERIALS:

According to the teacher's desires, all or part of these suggestions might be used. It is also assumed that as much of this material as possible will be presented and discussed in the target language, depending of course, on the ability and attention span of a given class. It is hoped that more techniques for presenting this material will be shared among the teachers and added to this list.

1. Find out if students have taken, or will take, the Ohio Vocational Interest Survey (OVIS). Hopefully, this is to be given to all high school juniors for the first time on a district-wide basis in the fall of 1974. Discuss, or list on board, students' vocational or career interests - either as shown by the OVIS test or by their own intuitions, decisions and experience. You might also include jobs of people they know of, are related to, or admire.

2. After, or in conjunction with your initial discussion, convert the student list, along with suggestions of your own, into your target language. The Amsco French workbook, Cours Supèrieur, has some helpful beginning guide lists. Also, consult the CAREER OPPORTUNITIES CHART in this packet. Discuss and describe general duties of jobs so mentioned.

3. Present and discuss the CAREER OPPORTUNITIES CHART, with special reference to areas of interest shown earlier by your class. Consider the following questions:

   A. Can the student describe the basic make-up of the labor market in foreign languages?

      a. Which job categories can use foreign language as a primary skill?

      b. Which categories use languages as a secondary or auxiliary skill, but still as highly useful or required?

      c. Which ones find languages a useful tool on a growing number of occasions?

      d. How would a student's personal value system effect a career choice among these jobs (e.g. interest in foreign cultures, world affairs, human relations, peace and understanding on a world and local basis; special talents in business, science, the arts, etc.; personal satisfaction in being able to communicate with another in their terms.

      e. What are some of the reasons for the growing use of languages in such a wide range of job areas? (e.g., more foreign visitors to U.S.; due to advanced technology, the creation of a world of rapid communication and closer ties with foreign neighbors; need to solve social problems at home by better communication with migrants and other ethnic communities; greater travel opportunities; development of new overseas trade markets, e.g. China, Russia

Pacific Rim countries.)

B. Can the student identify interesting opportunities for himself in any of the areas discussed?

a. Which areas is he interested in?

b. What skills or experience does he have, or can get, in that area now?

c. How might he get further training beyond high school in order to enter or advance in that field? (e.g., Career planning guides, civil service information, recruiting bulletins available from local, county, state and national government office; further training for language-related jobs at interpreter schools, community colleges, universities, foreign trade schools, language institutes, correspondence, military training programs, on-the-job training; location of training information from counselors, catalogs, teachers, directories, professional and trade periodicals, personnel directors and librarians.)

4. Distribute copies of Modern Language Journal article, "Foreign Languages and Careers" by Honig and Brod, for reading and discussion. Teacher can lead discussion on various sections; class could be divided into discussion groups, with one person selected to summarize a given section for entire class; individual reports could be given on areas of special interest. This article could also be used in conjunction with, or in place of, the chart along with the discussion topics in 3.A. and 3.B. It is excellent general background reading for anyone.

5. Show slides, with a dialogue in your target language whenever possible, which were taken locally. Perhaps students would have suggestions for additional pictures which you could then pass on, e.g. the French or Spanish-speaking cook in the restaurant where a student works. Emphasize local language uses of an immediate nature in entry-level jobs where listening and speaking are valuable tools (e.g., store clerks, singer and entertainers, medical aides, the military, travel and hotel occupations); or entry-level jobs needing reading and writing skills (e.g., library aides, secretaries, import-export clerks). Also mention more sophisticated fields which imply the need for more training and where a second language is advantageous (e.g., medical, legal, business and commerce, government, social work). Note, too, the need in many language-related jobs is to relocate out of the immediate Northwest area (e.g., government, military and Peace Corps).

6. Construct vocabulary units on particular occupations which seem to interest your class. Drill using vocabulary games like cross-words, spell-down, etc.

7. Student follow up: Have each student pick a job or career category and report in some fashion to the class. Use CAREER BRIEFS AND ENVELOPES

as sources, or have the more inquisitive student try his own interview. Report should contain as much as possible of the following: a brief description of the agency, business, job or profession; the source, printed or personal, of information obtained; entry-level jobs, training needed and starting salary; possible uses of foreign language skills either upon entry or during one's career; particular language skills used, e.g. listening only, listening and speaking, writing, speaking and writing, reading; availability of jobs in this category locally vs. possibility of relocating away from the area; a concluding comment on why student chose this job category, what talents he feels he can personally bring to it, and what further training he may need to get, and how he might get it, either before entry or on-the-job.

Suggestions for final form of report in target language:

a. Give an oral or written presentation to the class and show any brochures or information obtained.

b. Put together a list of helpful and descriptive vocabulary words related to job choice and present in an interesting manner to class (game or puzzle).

c. Do a skit of an on-the-job situation or an interview. Generally, such exercises can be highly amusing to a class, but their realistic value is often much less than their value as a conversation-teaching tool. Thus, stress need for interviewer to have cogent questions regarding nature of the job, and the interviewer to know techniques for handling an interview (e.g., dressing appropriately, taking necessary documents, knowing what to say, when to leave, and how to follow up).

d. Prepare a job resume for a job the student would like to apply for immediately, or in the future. This could include a letter of application, personal data sheet, a follow-up letter, and a completed application blank. Student might also say how he heard about the job (e.g., school placement service, friends, personal offices, employment agencies, civil service, classified ads, city/county/state or federal employment offices, welfare workers/agencies, public health workers/agencies, juvenile court agents, Veterans Administration.

8. A wrap-up discussion could be done informally, or as a more formal oral or written exercise. Topics might include:

a. Describe jobs within work categories studied from chart, article or briefs;

b. What language skills do we learn in school that would be helpful on these jobs;

c. How does a second language increase income potential and possibilities of diversification in occupations;

d. In what fields does knowledge of a second language facilitate research activities (e.g., science, social studies, medicine, etc.);

e. Which international agencies require knowledge of a second language (e.g., World Health Org., U. N., U.N.E.S.C.O., World Bank);

f. Which U.S. government jobs require knowledge of a second language (e.g., Peace Corps, AID, Foreign Service, U.S.I.A., Radio Free Europe, C.I.A., etc.);

g. What bi-lingual positions are often open in business and industry (e.g., translators, proofreaders, interpreters, secretaries, etc.);

h. What jobs exist in education and communications that use bi-lingual talents (e.g., teachers, librarians, journalists, etc.);

i. What careers in social work can use languages (e.g., case workers, legal aid employees, social security and welfare personnel, career counselors);

j. Which careers in travel can require proficiency in another language (e.g., transportation personnel, travel agents, tour guides);

k. How does one get additional language training in the Northwest area;

l. How are other languages used in the Northwest area?

9. Suggestions for further interviews, contacts, reports:

a. Use of FL in the phone company; how do they handle international calls etc.

b. Fashion and art buyers.

c. Broadcasting and journalism.

d. Explore any contacts we as teachers may have among friends in other lines of work who may use foreign languages.

e. Collect and prepare a list of dictionaries and/or manuals, etc. of career-related terms in specific foreign languages (e.g. secretarial/business, mechanical/technical, industrial/trades, tourism/travel).

WORKING BIBLIOGRAPHY:

Printed Material (see envelope following Career Envelopes for copies):

"An Occupational Awareness Mini-Brief in Foreign Language," 1972

A collection of 16 factual and compactly organized career descriptions. Includes information on required education, entry, advancement, future, salary, personal qualifications, advantages and disadvantages, duties and addresses for further information, on large cards easily handled by students. Jobs discussed supplement some of those in this packet: Foreign Service Officer, Interpreter, Translator, Stewardess, Travel Counselor, FBI Special Agent, Customs Inspector, Teachers, Librarian, Singer, Civil Service Employee, Announcer, Government Official, Governess.

"Foreign Languages and Careers," Modern Language Assoc., 1974

An excellent booklet stressing language as an auxiliary career skill and listing areas where language is currently used and needed.

"Foreign Languages and Your Career," U. S. Department of Labor, 1967

An informative pamphlet based on the Occupational Outlook Handbook published by the Department of Labor. Has a list of specific jobs described in the Handbook in which a language is needed or useful. Can write for copies of individual job descriptions for a fee of $.05-.15 each.

"Foreign Language Study at Washington State University"

A handy list of language-related careers and quotable people's reasons for language study.

"Ohio Vocational Interest Survey," Harcourt Brace Jovanovich, Inc.

A brief description of how the test works; plus a copy of each work category which the test covers. These category descriptions include topics like worker requirements, clues for relating to people, training and entry, and typical jobs. Since language skills can apply in almost any of the categories discussed, it would be useful for the student to refer to these when considering whether or not he is suited for a particular job or career discussed in class. Categories related to language skills include topics like: Caring for People or Animals, Clerical Work, Inspecting and Testing, Customer Services, Nursing, Literary, Numerical, Applied Technology, Communication, Management, Sales Representative, Teaching-Counseling-Social Work.

"CAM looks at: The Local Labor Market"

An interesting presentation of projected local job openings which may be of interest to students concerned with immediate possibilities in the area.

"Handbook of International Organizations - 1974"

A handy directory of local international organizations available through Seattle Visitors Bureau. List includes language clubs, volunteer, ethnic, student and trade groups, etc.

"The Modern Language Journal," April 1974, Vol LVIII, No. 4.

This edition contains two excellent articles of current import to the foreign language-career discussion: "Foreign Languages and Careers" by Honig and Brod; and "Career Education and Its Implications at the National Level" by Steiner.

"Foreign Languages and Careers" by Honig and Brod, MLJ, 4/74.

Fifty copies of this article are on hand for use as classroom set, if so desired. Required reading for all foreign language teachers.

"Service and Employment Information," 1966

Useful list of organizations giving overseas employment information.

"K-12 Course Goals in Second Language, Critique Edition," Oregon 1973

A very comprehensive listing of language goals with a good section on Career Education. Copies available in foreign language coordinator's office.

"Transcultural Training," by Jean Marie Ackerman, Training, 7/74.

Excellent article on the need for better transcultural training for transferred company managers and its implications for corporate policy.

"Foreign Language Careers" - Chart, Minn. Dept. of Education.

Audio-Visual Material:

Video tape done by Highline District on uses of foreign language. Good presentation of cultural and leisure time activities; plus an outline of career uses. Available through Foreign Language Co-ordinator.

"Anywhere You Go" film, 15-18 minutes, color.
Available through: Service Center of AATG: 339 Walnut St., Philadelphia, Pa. 19136

A set of slides on language uses, 1970. Available through ACTFL, American Council on Teaching of Foreign Language at: MLA-ACTFL Materials Center, 62-5th Avenue; New York, N. Y.